BRADLEY ELEMENTARY 3032 Pinebelt Rd. Columbia, South Carolina 29204 K-5 Elementary School GRADES 331 Students ENROLLMENT Erica L. Fields PRINCIPAL SUPERINTENDENT Dr. Ronald L. Epps Vince Ford BOARD CHAIR THE STATE OF SOUTH CAROLINA ANNUAL SCHOOL 2003 REPORT CARD ABSOLUTE RATING: AVERAGE Absolute Ratings of Elementary Schools with Students like Ours Excellent Good Average Below Average Unsatisfactory 3 61 42 IMPROVEMENT RATING: UNSATISFACTORY ADEQUATE YEARLY PROGRESS: This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate. SOUTH CAROLINA PERFORMANCE GOAL By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country. WWW.MYSCSCHOOLS.COM

FOR MORE INFORMATION, VISIT WEBSITES AT: WWW.SCEOC.ORG

803-738-7200

803-231-7500

803-231-7556

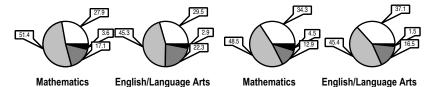
YES

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PERFORMANCE TRENDS	OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Average	Unsatisfactory	N/A
2003 2004	Average	Unsatisfactory	Yes

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

Our School Elementary Schools with Students like Ours



Definition of Critical Terms

Advanced

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

	Teachers	Students	Parents				
Number of surveys returned	35	51	29				
Percent satisfied with learning environment	94.3%	82.0%	86.2%				
Percent satisfied with social and physical environment	100.0%	72.0%	76.9%				
Percent satisfied with home-school relations	67.6%	91.7%	82.8%				

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

Bradley Elementary 4001024

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		ent Testing	lested old	"Basic	Basic ok	Hickery	Wances	cient and ci
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All students	400	00.4	00.5	igiisii/Lai				
Gender	160	99.4	29.5	45.3	22.3	2.9	25.2	17.6
Male	83	98.8	37.0	47.9	15.1	N/A	15.1	17.6
Female		100.0	21.2	42.4	30.3	6.1	36.4	17.6
Racial/Ethnic Group	77	100.0	21.2	42.4	30.3	0.1	30.4	17.0
White	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	149	99.3	30.5	45.3	21.1	3.1	24.2	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1N/A 6	100.0	N/A	N/A	N/A	N/A N/A	N/A	17.6
American Indian/Alaskan	-	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status	N/A	0.0	N/A	IN/A	N/A	N/A	IN/A	17.0
Not disabled	142	99.3	26.0	45.5	25.2	3.3	28.5	17.6
Disabled	142							
Migrant Status	18	100.0	56.3	43.8	N/A	N/A	N/A	17.6
Migrant Status	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant								
English Proficiency	160	99.4	29.7	45.7	21.7	2.9	24.6	17.6
Limited English proficient	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	154	99.4	29.9	45.5	21.6	3.0	24.6	17.6
Socio-Economic Status	134	33.4	23.3	40.0	21.0	5.0	24.0	17.0
Subsidized meals	128	99.2	31.9	45.1	19.5	3.5	23.0	17.6
Full-pay meals	27	100.0	13.6	50.0	36.4	N/A	36.4	17.6
an pay moalo	21	100.0	13.0	30.0	30.4	IN/A	J 30.4	17.0
				Mathe	matics			
All students	160	100.0	27.9	51.4	17.1	3.6	20.7	15.5
Gender	100	100.0	21.0	01.4	17.1	0.0	20.1	10.0
Male	83	100.0	28.4	52.7	16.2	2.7	18.9	15.5
Female	77	100.0	27.3	50.0	18.2	4.5	22.7	15.5
Racial/Ethnic Group	- ' '	100.0	27.0	55.0	10.2	7.0		10.0
White	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	149	100.0	28.7	51.9	16.3	3.1	19.4	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status	(N//C	0.0	14//	. 1// (14// (14/73	14/71	10.0
Not disabled	142	100.0	21.8	54.8	19.4	4.0	23.4	15.5
Disabled	18	100.0	75.0	25.0	N/A	N/A	N/A	15.5
Migrant Status								12.0
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	160	100.0	28.1	51.1	17.3	3.6	20.9	15.5
English Proficiency						_		
Limited English proficient	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	154	100.0	28.9	50.4	17.0	3.7	20.7	15.5
Socio-Economic Status								
Subsidized meals	128	100.0	27.2	52.6	17.5	26	20.2	15.5

27.2

27.3

52.6

45.5

17.5

18.2

2.6

20.2

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128

Subsidized meals

Full-pay meals

PACT PERFORMANCE BY GRADE LEVEL

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		Enolit	ign des	Ceste ologi		, 0/0	0/0	Adva Profic
					n/Langua	ge Arts		
	Grade 3	54	N/A	28.3	34.8	32.6	4.3	37.0
	Grade 4	71	N/A	22.6	61.3	16.1	N/A	16.1
8	Grade 5	63	N/A	27.3	52.7	20.0	N/A	20.0
2002	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
•	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 3	46	97.8	8.6	22.9	57.1	11.4	68.6
	Grade 4	58	100.0	42.3	46.2	11.5	N/A	11.5
ဗ	Grade 5	56	100.0	30.8	59.6	9.6	N/A	9.6
2003	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

				M	athematio	cs		
	Grade 3	54	N/A	26.1	37.0	21.7	15.2	37.0
	Grade 4	71	N/A	38.7	43.5	16.1	1.6	17.7
2002	Grade 5	63	N/A	40.7	46.3	11.1	1.9	13.0
20	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
•	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 3	46	100.0	13.9	50.0	30.6	5.6	36.1
	Grade 4	58	100.0	21.2	65.4	7.7	5.8	13.5
2003	Grade 5	56	100.0	44.2	38.5	17.3	N/A	17.3
20	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE				
	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 331)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	4.3%	Up from 2.2%	3.3%	2.4%
Attendance rate Meeting grade 1 and 2 readiness standards	95.9%	Up from 95.8%	95.5%	95.9%
	N/A	N/A	N/A	N/A
Eligible for gifted and talented	10.3%	Up from 8.3%	6.1%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation With disabilities other than speech	N/A	N/A	N/A	N/A
	6.2%	Down from 6.8%	8.4%	8.0%
Older than usual for grade	0.3%	Down from 1.5%	2.7%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%
Teachers (n= 33)				
Teachers with advanced degrees Continuing contract teachers	48.5%	Down from 52.6%	47.2%	50.0%
	87.9%	Up from 86.8%	80.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	ar 80.3%	Up from 76.4%	82.2%	86.2%
Teacher attendance rate Average teacher salary	92.6%	Down from 95.4%	94.8%	95.3%
	\$41,133	Up 1.0%	\$39,111	\$39,909
Prof. development days/teacher	24.9 days	Up from 11.0 days	13.5 days	11.4 days
School				4.0
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio	14.2 to 1	Down from 14.7 to 1	17.3 to 1	18.9 to 1
Prime instructional time	87.5%	Down from 90.6%	88.3%	89.7%
Dollars spent per pupil*	\$7,356	Up 12.6%	\$6,289	\$5,892
Percent spent on teacher salaries*	77.0%	Down from 79.0%	66.1%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences SACS accreditation	37.3%	Down from 43.7%	99.0%	99.0%
	yes	N/A	yes	yes
	•		•	

^{*} Prior year audited financial data are reported.

	Our District	State	
Highly qualified teachers in low poverty schools	N/A	N/A	
Lighty gualified to above in high neverty cabools	N1/A	N1/A	
Highly qualified teachers in high poverty schools	N/A	N/A	

Abbreviations	for	Miccina	Data
Appreviations	IOL	Missina	บลเล

N/A Not Applicable	N/C Not Collected	N/R Not Reported	I/S Insufficient Sample

Bradley Elementary 4001

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Francis W. Bradley Elementary is an inner-city school located at 3032 Pinebelt Road in Richland County School District One. The school's organizational structure consists of Child Development through grade five, with a current enrollment of 364 students.

Bradley is a Professional Development School and maintains an alliance with the University of South Carolina. Members of the faculty and the administration have undergone extensive training for the past three years as part of the SC Reading Initiative, with a strong emphasis on improving reading and writing instruction. Early intervention is the key to success in our young learners. In grades CD-1, Breakthrough to Literacy is implemented to develop the skills and knowledge young learners need to become competent readers. Class size was reduced in first grade, and students who enter 1st grade unready receive assistance through the Reading Recovery program.

Other interventions across the grade levels include Accelerated Reader and strategies supported through the SC Reading Initiative. The Accelerated Math program and math computer enrichment programs are used to supplement the regular math program. Additional reading and math instruction is provided through Success Maker, a computer-assisted instructional program incorporated in the computer lab. Our instructional program is further enhanced through the computer lab's "Early Bird" program and after-school programs to reinforce skills in the areas of reading, writing and math for students scoring "below basic" on PACT or referred by their teachers as needing assistance.

Parents have high expectations of the school and support the school's motto, "Striving for Excellence." An active PTA, School Improvement Council, parent volunteer programs and attendance at school-sponsored events are evidence of parent and community involvement. In May 2002, Bradley was recognized as a "School of Promise." Through our collaboration with business partners and members of the community, tutors and mentors are provided for students in grades 1-5. Recently, Bradley received an award for Small Business Partnership of the Year as a result of connections with ImagePoint. Due to recent renovations, Bradley's state-of-the-art facility features a new kindergarten wing, gymnasium, science lab, music room, keyboard lab, and two science labs. The school makes use of the latest technology. The school's friendly and warm environment makes it a wonderful place for students to learn and "BEE."

Erica Fields, Principal, Bradley Elementary School

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.